

**U.S. Department of Education**  
**2012 National Blue Ribbon Schools Program**  
**A Public School - 120H5**

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice  
(Check all that apply, if any)

Name of Principal: Mr. Jeffrey Zatchok

Official School Name: Western Reserve High School

School Mailing Address: 13850 Akron-Canfield Road  
Berlin Center, OH 44401-9786

County: Mahoning State School Code Number\*: 042333

Telephone: (330) 547-0805 E-mail: JZatchok@wrls.k12.oh.us

Fax: (330) 547-9302 Web site/URL: www.westernreserve.k12.oh.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Mr. Charles Swindler Superintendent e-mail: cswindler@wrls.k12.oh.us

District Name: Western Reserve Local District Phone: (330) 547-4100

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mrs. Lisa Powell

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district 1 Elementary schools (includes K-8)  
 (per district designation): 1 Middle/Junior high schools  
1 High schools  
0 K-12 schools  
3 Total schools in district
2. District per-pupil expenditure: 9023

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 19
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	32	27	59
3	0	0	0		10	32	27	59
4	0	0	0		11	20	34	54
5	0	0	0		12	37	35	72
Total in Applying School:								244

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
0 % Asian  
0 % Black or African American  
1 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
98 % White  
1 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 0%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)].	1
(4)	Total number of students in the school as of October 1, 2010	244
(5)	Total transferred students in row (3) divided by total students in row (4).	0.00
(6)	Amount in row (5) multiplied by 100.	0

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 17%

Total number of students who qualify: 41

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 7%

Total number of students served: 34

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>23</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<b><u>Full-Time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>14</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>7</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>6</u>	<u>0</u>
Total number	<u>28</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 17:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	95%	95%	95%	95%	95%
High school graduation rate	96%	96%	95%	94%	94%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	<u>53</u>
Enrolled in a 4-year college or university	<u>77%</u>
Enrolled in a community college	<u>14%</u>
Enrolled in vocational training	<u>7%</u>
Found employment	<u>1%</u>
Military service	<u>1%</u>
Other	<u>%</u>
<b>Total</b>	<b><u>100%</u></b>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

## PART III - SUMMARY

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Located in rural Northeast Ohio, Western Reserve High School is the only high school in the Western Reserve Local School District. The district spans 50 square miles and includes two communities, Ellsworth to the east and Berlin Center to the west. The area has evolved from an agricultural center until the growth of manufacturing when workers took blue collar jobs in one of the manufacturing industries in the area. Currently the area has seen a shift to more white collar professions as Western Reserve graduates return from postsecondary education to establish careers in professional fields of work.

The population of the high school, grades nine through twelve, has remained consistent with approximately 250 students for the past 5 years. High School enrollment for the 2011-2012 school year is currently 244 students. While many families move into the area so their children can benefit from the excellent education offered by Western Reserve High School, open enrollment is available to families that cannot move into the district for many reasons. Open Enrollment students are offered the same opportunities to participate in academics and extracurricular activities as resident students. Western Reserve essentially becomes their home school. Presently 37 of the 244 students are open enrollment students. Parents transport their children up to forty miles each day so that they can experience an excellent education in a supportive and nurturing environment.

The mission statement reflects the school's commitment to a quality education for every child where they are provided with the opportunities and resources to grow to their full potential. In order to execute the mission the administration, faculty, and staff work as a team so that students are provided with an education that encourages them to think critically and work cooperatively so they are prepared to succeed in their future education and careers.

"Western Reserve High School will provide a safe, caring, and productive environment while helping students develop a higher sense of self esteem. Within this environment, responsible leadership, cooperative problem solving, meaningful instruction and learning for all will prevail. A community of people will share in the welfare and growth of Western Reserve High School: students, staff, parents, and community members. We believe all are responsible for meeting the individual needs of each student in assisting to reach goals and expectations. The WRHS staff is committed to the self-development necessary to meet these needs. The responsibility of monitoring the success of the school program is proudly shared by all stakeholders. Each student will be empowered to reach his/her highest potential, learn to work respectfully with others, think critically, and to confidently adapt to growth. The student will gain the skills and knowledge necessary to be productive as a life-long contributor within a changing society."

Western Reserve High School is in close enough proximity to the elementary school and middle school that the high school students can serve as mentors to the students in the lower grades. They demonstrate responsibility while acting as positive role models when they teach the third grade students French, read with the first grade students, and tutor the middle school students. These are only a few of the inter-school community service activities the high school students sponsor.

Western Reserve High School has been designated as Excellent by the Ohio Department of Education for ten consecutive years. The average graduation rate for the past five years is 95% which ranks above the state requirement of 90%. Performance on the Ohio Graduation Test, (OGT) in Reading, Math, Writing, Science, and Social Studies has averaged well above the states' requirement of 75% proficiency. Student OGT scores have ranged from 90% - 100% proficient over the past five years.

Western Reserve High School students display a sense of empathic responsibility which is demonstrated by traditions such as the Pay It Forward Program. Students choose a community service that they work

for throughout the year. These good deeds have resulted in life changing feelings for both the students and the people they are helping. Another event is STARS program which encourages teamwork, problem solving skills, and critical thinking among our high school students.

Western Reserve Parent Teacher Organization works positively with the administration, staff, and community to provide opportunities to enhance and extend learning. Some of the programs and activities they sponsor through funding, planning, or time include Teacher Web internet service, family literacy programs, and monetary donations to extend learning experiences.

Western Reserve High School has met the goals of No Child Left Behind by meeting AYP for the last five consecutive years. Educational practices such as differentiation, co-teaching, and curriculum alignment have led to this success. Through the dedication and team work between the school, families, and community Western Reserve High School provides a safe, positive, and nurturing environment where all students have the opportunity to become successful life long learners.



### 1. Assessment Results:

A. The Ohio Graduation Test is used to measure student performance based on the Academic Content Standards for Ohio. The Ohio Graduation Test (OGT) has been used for the past seven years. Phased in during the 2004-2005 school year following the adoption of the academic content standards, the OGT uses multiple choice, short answer, and extended response to measure performance. The Ohio Graduation Test is a criterion-referenced test that is administered during the month of March. Proficiency levels are categorized as advanced, accelerated, proficient, basic, and limited and students must meet the state standard of proficient or higher. Adequate Yearly Progress is met when a given percentage of students in various subgroups score proficient or higher on the OGT.

Western Reserve High School has 4 subgroups; white, Hispanic, economically disadvantaged, and students with disabilities. The reading targets for the past 3 years were: 2008-2009- 77.4, 2009-2010- 77.4, 2010-2011- 76.0. More than 95% of the students in each subgroup met the targets all 3 years. The math targets for the past 3 years were: 2008-2009- 68, 2009-2010- 68, 2010-2011- 76.0. More than 95% of the students in each subgroup met the target all 3 years. The Performance Index (PI) Score on the OGT is a calculation that rewards schools for performance. Each testing area is counted separately in the PI calculation. The percentage of students scoring in each performance area is multiplied by a standard weight as follows: Advanced- 1.2, Accelerated- 1.1, Proficient- 1.0, Basic- 0.6, Limited- 0.3. The Performance Index Score over time indicates trends in school achievement.

B. Since the inception of the OGT during the 2004-2005 school year, Western Reserve High School has shown consistent improvement. Scores in reading have improved from 93% scoring proficient or above in 2007 to 100% of the students scoring proficient or above in 2011 with an average of 56% of the students scoring in the Advanced and Accelerated range in Reading and less than 10% scoring in the limited or basic range over the past five years.. The five year data for math reveal that passing percentages improved from 90% passing in 2007 to 94% passing in 2011 with an average of 73% scoring in the Advanced and Accelerated range and less than 10% scoring in the basic and limited range. Improved scores in both reading and math can be attributed to an integrated curriculum. Teachers work together to develop cross content connections so that students experience learning naturally. Concepts in reading and math are applied to classroom activities then synthesized and transferred to real world situations.

Teachers have been working for the past 2 years to differentiate instruction to meet the need of the advanced learners just as they have met the needs of the struggling learners. Intervention specialists as well as gifted teachers work with classroom teachers to design differentiated lessons. Formative assessments in all content areas are used to measure level of concept acquisition. Teachers use this information to provide targeted assistance and close achievement gaps for struggling learners while they provide enrichment and extension activities for students who grasp concepts more quickly. As a result students are provided with a more individualized academic program that provides the opportunity for maximum growth so they can achieve at their highest level.

Improved scores result from analyzing the disaggregated data and item analysis identifying needs in socioeconomic subgroups, ethnic subgroups, and the students with disabilities subgroup. Remediation and using accommodations in the regular classroom for students with individual education plans has resulted in a 95% or greater proficiency score by the students with disabilities subgroup. Teachers meet regularly to analyze data to identify areas of strength and weakness so they can design instruction that expands students' strengths and provides remediation to close achievement gaps. Value added data are used to identify needs in the 9th grade students so they enter high school with an education plan that best meets their learning needs.

Teachers have received professional development in analyzing data and formative assessment for the past two years. Regular formative assessments allow teachers to collect data to ensure that students are progressing toward the standards. Teachers work together within content and across content to develop formative assessments and short cycle assessments that are similar in style and format to the OGT. Short cycle assessments provide a form of standardized data with which to compare students to the requirements of the Content standards while observation, exit slips, and running records identify specific individual needs. Teachers come together with the guidance counselor to develop plans for students who struggle academically through a child study team. The learning plans are reviewed every 30-45 days. Align, Assess, Achieve organization has worked with teachers to use the data from both the OGT and formative assessment to design instruction to meet individual learning styles and close achievement gaps. Another important element is empowering students to monitor their own academic growth. Students conference regularly with teachers, the administration, and the guidance counselor to discuss their academic performance on OGT, formative assessments, and progress toward meeting the Academic Content Standards.

## **2. Using Assessment Results:**

Assessment results are used in many ways to help improve student performance. Each year teachers review data for students currently assigned to their classes to identify strengths and weaknesses. They also review trend data to identify gaps in their curriculum or changes needed in instructional practices. Item analysis reveals individual needs as well as strengths and weaknesses of student subgroups. Teachers work in content area groups and cross curricular groups throughout the year to review data and discuss strategies to improve teaching and learning. Regularly reviewing data ensures that teachers stay focused on student needs and continually refine their curriculum and instructional practices. Cross-grade level content area teachers work together to identify and close gaps in curriculum. Working in cross-grade level teams results in a comprehensive curriculum that scaffolds concepts so that students are continually building new knowledge on prior knowledge. Trend data allow teachers to evaluate their teaching practices. When trend data reveal that a specific group of students has shown negative growth teachers can reevaluate their teaching practices to provide more optimal learning experiences.

Classroom teachers, intervention specialists, and support staff develop remediation and enrichment strategies based on OGT data, formative assessment, and short cycle assessment data. OGT data are the standardized assessment data used, formative and short cycle assessment data provides valuable information on progress toward meeting the Academic Content Standards. Formative assessment is done on a daily basis to check student understanding of concepts. Teachers can get a quick snapshot of trouble spots in a student's understanding or identify areas where students need enrichment. It provides reliable data so that teachers can intervene early so students do not base new learning on misconceptions. Short cycle assessments are used as regular checks for mastery of the standards achieved on the part of the students. Teachers can determine if the students understand the standard and to what level they understand the standard. Because the short cycle assessments are modeled after the OGT, it also gives the student practice in taking the tests similar to the OGT, which relieves apprehension during the testing period.

Trend data also identify effectiveness of teaching practices. Teachers review trend data to identify gaps in teaching. Many times the more advanced students score proficient on the OGT instead of advanced or accelerated because they perform well in class and meet the basic requirements of the class, but they are not challenged to develop the higher order skills required to perform at more advanced levels. These students need enrichment which involves providing deeper content including challenges that require them to further inquire, problem solve and transfer learning. When OGT trend data results reveal that a specific group of students has not reached their highest expected level of achievement teachers need to reevaluate their teaching practices to provide more optimal learning experiences. Also, if trend data reveals that a specific group of students do not reach proficiency teachers need to provide remediation. A review of the Item Analysis from the Ohio Success website can show gaps in student understanding. This information provides teachers, specialists, counselors, and administrators the information necessary to refine the curriculum and develop strategies to meet individual student needs as well as student

groups. As a result, students are receiving more targeted instruction designed to help them meet Ohio's academic content standards. Based on OGT results cross grade level instructional teams of teachers and administrators within the high school design intervention and enrichment plans that address the strengths and weaknesses of all the students who participated in the OGT. Through an analysis of OGT data, formative assessments, and summative assessments over time, teachers can identify the strengths and weaknesses in teaching and learning.

Longitudinal data also identify professional development needs for teachers. Administrators work collaboratively with representatives from the instructional staff to plan professional development days. Teachers work with administrators on an implementation plan to ensure that the professional development is used to improve instruction. Regular feedback on the effectiveness of the professional feedback is provided through surveys, walkthroughs, and discussions at faculty meetings, formative data, student progress, and standardized data.

Using assessment data has been one area where Western Reserve High School teachers have grown significantly over the past five years. They have developed ways to organize data from standardized and reports, then use the data to inform their instruction. The teachers have also started analyzing formative and summative data collected in their classrooms.

The collection of data is used to conference with parents and students about performance. Through the use of data parents and students can be actively involved in a student's learning plan. The information gained from performance data, along with interest inventories, is also used for guidance in postsecondary education and career goals. Finally, an annual report summarizing student performance is presented to the school board and published in the local community newspaper.

### **3. Sharing Lessons Learned:**

There are a number of ways in which our school system shares our successes on the OGT and student academic growth with other school districts in the state, as well as throughout the country. Hosting outside districts is most advantageous for the visiting representatives as it allows them to experience Western Reserve High School's educational process at the classroom and school level. Guest educators have the opportunity to meet with administrators, classroom teachers, specialists, and support staff as well as students so they get a clear understanding of all of the elements that contribute to student growth. When visiting other districts, the Western Reserve High School educational team uses a power point presentation and individual presentations so the host school gets a comprehensive picture of the educational process at W.R.H.S. To truly impact and improve student learning, educators have to go beyond analyzing student achievement scores and incorporate the concept of individual student progress. This process encompasses the measurement of a child's progress over a period of two points in time. In this case the eighth grade OAA and the 10<sup>th</sup> grade OGT are used. Teaching teams analyze test results and the strategies that led to these results then share them with other districts. Working collaboratively with other school districts throughout the State empowers educators to provide the optimal educational experience for individual student growth.

Test scores and the classroom best practices are shared with the community through the school website, <http://www.westernreserve.k12.oh.us>, and in the community newspaper; *The Roundup*. The high school instructors also attend teacher liaison meetings at the Mahoning County Educational Service Center to stay current on the newest educational trends in testing and education. The liaison meetings provide teachers from across the county to share ideas and resources, such as: formative assessment tools, technology based data collection and analysis programs, 21st Century teaching tools that allow students to collaborate with other students and professionals on project based activities and research projects. Many teachers have shared successful practices with other teachers at county level meetings. One of the collaborative projects has been the coteaching strategies shared between intervention specialists and classroom teachers. Programs like Kurzweil and Dragon Naturally Speaking allow students with disabilities to succeed in the regular classroom. Teachers collaborate regularly using email, blogging and

wikispaces. Teachers also share ideas for challenges faced in the classroom. It has provided a valuable resource for teachers.

#### **4. Engaging Families and Communities:**

The Western Reserve High School administration and instructional staff realize the important role parents, guardians and the community play in the education of Western Reserve High School students. Communication with the families and community is paramount in providing the support necessary for school success.

Assessment results are shared individually with each student by the guidance counselor. Scores are interpreted and strengths and weaknesses are discussed. A Family Report, which is generated by the American Institute of Research, an organization contracted by the Ohio Department of Education, is also provided for the parents. The report provides in-depth information about the student's assessment results using clear and concise terminology. Parents are offered the opportunity to discuss the results with the guidance counselor if they would like more information. The report consists of an introductory letter to the parents explaining the purpose and structure of the assessment, bar graphs and performance results so that parents have specific information about their child's performance, and an explanation of the significance of the results.

The composite school and district results are published in the local newspapers as well as the community newspaper. Reports at the Parent Teacher Organization meetings, Western Reserve School Board meetings, and various other community meetings inform the community members of performance and academic progress. Western Reserve has also had their designation of Excellent posted on a community billboard each year for the past ten years.

Parent/ community meetings are held throughout the year to explain the significance of the Ohio Graduation Test and the importance of scoring proficient or higher as it relates to high school graduation, gaining acceptance into post high school programs, colleges, and/or other educational opportunities. Parents leave the meetings with a clear understanding of the impact of the assessments their child will be taking along with strategies for preparing and supporting them through the process.

The two communities that make up the Western Reserve School District contribute to the success of the students. Retired teachers and/or parents volunteer time in tutoring students in their content studies and assisting with test taking strategies. Informational fliers are sent to every member in the community as well as to families of open enrollment students through the community newspaper, Western Reserve Community Round Up. This publication offers test taking tips, testing dates and the most recent updates affiliated with OGT testing.

### 1. Curriculum:

The Western Reserve High School curriculum is a comprehensive, integrated standards based curriculum where students are challenged to develop critical thinking and problem solving skills through inquiry based activities based on real world problems and scenarios. Cross-curricular lessons ensure that students understand the connections between content area concepts. Exploratory Spanish and French are included in our junior high curriculum as a prelude to high school foreign language. Lessons in foreign languages are related to other subjects such as Math in regard to currency conversion and map calculations. Project based learning allows students to apply their learning to real life situations. Teachers use scientifically based resources and best practices to differentiate instruction to meet the needs of all students.

The Language Arts curriculum encompasses literature, reading, and writing. Students study a plethora of historical world renowned authors, their compositions, and their work. Instead of simply reading a selection and then identifying elements of that literature, students interact with their reading assignments and respond to the literature through written response, verbal discussions and multimedia presentations, which in turn, are skills that augment the entire scope of the curriculum. Students study a plethora of historical world renowned authors, their compositions, and work. Instead of simply reading a selection then identifying elements of that literature, students interact with their reading assignments and respond to the literature. Language Arts skills are developed through reading and writing across the curriculum. All content area teachers utilize assignments that require students to write using various styles, and employ proper grammar and usage. Projects and assessments in all subject areas arm students with a variety of college preparatory skills in reading, writing, and speech. A strong emphasis on verbal and written communication empowers students to be confident in any post-secondary path they choose.

The Physical Education curriculum encourages positive attitudes toward health and fitness. Students learn the impact of good and bad food choices on their health and wellness. They understand the relationship between a healthy lifestyle and increased energy, diseases like heart disease and diabetes to name just a few, and academic/ career success. A central focus of the physical education is to teach students how to monitor their own fitness and develop lifelong fitness skills.

The visual and performing arts department develops students' artistic skills through a project based learning approach. The curriculum in both areas combines theory with practice. Students study styles of music or art, time periods, and artists that impacted either the time period or the artistic style. Students have many opportunities to perform. Performances include winter and spring vocal and instrumental concerts, Honors Band and Choir, various band and choir contests. Student artwork is displayed at the County fair, and throughout the community.

The Science curriculum at the high school level encourages students to think abstractly, become problem solvers and apply learned content. Each year builds upon the previous year in the study of physical, environmental, and life science. Coursework in Biology, Integrated Science, Chemistry, Physics, and Anatomy & Physiology allow our students to become critical thinkers by questioning, investigating and communicating. Instruction is supplemented with our own greenhouse, pond, utilization of the Mill Creek Metro Park facilities, and visits from our local recycling organization called The Green Team. Students have opportunities to explore and develop skills of observation, various scientific concepts, and continue to safely conduct experimental investigations, format conclusions, and communicate their findings.

The high school's Social Studies curriculum empowers students to gain a better understanding of World History, American Government, U.S. History and the important role they play in our lives today. Through the study of history, government and economics, students identify their role in society. Through project based activities like classroom elections, entrepreneur projects, interaction with Mahoning and Berlin Historical Society, and visitations from local politicians such as State Senators and Representatives

students apply their learning to real life situations. Research projects require students to collect and analyze information then apply it to a real life situation.

## **2. Reading/English:**

Western Reserve High School's English language arts curriculum directly relates to the Ohio Academic Content Standards. From grades nine through twelve our curriculum is a preparatory college based on preparing students in all aspects of English. Topic areas include instruction in the mastering of rhetorical skills, grammar usage and mechanics, English and World literature, reading fluency and comprehension, journal writing, speech and research papers. Teachers provide instruction which is differentiated based upon the individual student's strengths and/or needs. Students who are performing beyond their respective grade level are given more challenging assignments comparable to collegiate expectations whereas students performing at or below grade level are given individualized and/or small group remediation to further progress their educational development.

Our English/Language Arts teachers emphasize the concept of mastery learning which empowers the student's knowledge base. Students participate in speeches, journal writing and small group projects which allow students to work together. Our teachers also use manipulatives as a way to enable students with different learning styles to be actively involved in the learning process. Plays are acted out with appropriate props while scenes are analyzed and discussed until the desired level of comprehension is achieved. These processes allow students to gain a better understanding of the concepts in question.

English is also interwoven with all other subjects and our teachers promote and use this connection whenever possible to make learning English authentic so that students can see its use in the real world. Some of the ways that we make English come to life in the classroom setting include speech debates over political issues, poetry slams on real life events, and the reenactment of Shakespearean plays. These activities allow the students to think independently, creatively, and critically.

Teachers employ a number of strategies assisting students to improve their reading skills who are at or below grade level. Today's technology provides a program called Kurzweil. This program allows teachers to scan test worksheets and passages into a computer so that the students can listen to the content while reading the text. Pre-reading and guided reading also help students with content before entering class. Students are taught clues when they encounter unknown words to assist them in comprehension and memory. Also utilized is a Book Share program which provides downloadable books that students can listen to while reading silently along. This program has been shown to improve a student's vocabulary and reading fluency.

## **3. Mathematics:**

The staff of Western Reserve High School believes that our Math curriculum is an area of strength due to positive, research based changes that have been implemented. The high-stakes testing required by the State of Ohio challenges the mathematics educators to work collaboratively in developing a comprehensive math curriculum. Teachers adopt teaching methods, activities, and assessments so that students apply and demonstrate their knowledge and skills.

Within the last year, 100% of Algebra I and Algebra II students participated in the end of the year Algebra I and II tests published by Pearson Educational Measurement. The purpose of the test was to collect data and give feedback as to the progress of all of our students in each of these two subject areas. The results provided by Pearson identified the performance of individual students as: performing beyond, at, or below grade level. The data also identified each area in which the students have shown, or need to show, significant improvement. These data enable our instructors to align their curriculum to improve student performance in areas of need, as well as, to challenge students who have performed at a mastery level.

The Math curriculum at Western Reserve High School consists of Algebra I, Geometry, Algebra II, and Calculus/Trigonometry. Interactive White Boards are included in each class for instructional purposes and concepts are integrated with other related courses in the high school curriculum such as Biology, Chemistry, and Physics. The integrated study allows the students to understand the relationship between the conceptual aspect of math and real world situations. Integrated activities include population counts and statistics in Biology, material manufacturing in Chemistry, and engineering in Physics. We, as educators, recognize more than one solution or method of solving a problem, and we encourage the students to share with one another how they solve problems amongst themselves. This process empowers students to think independently, creatively, and critically.

Intervention and remediation strategies are implemented into the math curriculum to assist students who are performing at or below grade level. Some of these strategies include one-on-one and small group tutoring, example problems consisting of a step by step break down of problems, co-teaching between math instructors, and an online program called Geogebra, which allows students to practice Algebra and Geometry problems. The implementation of these strategies we have proven consistently improved scores in our standardized testing results involving the OGT in math.

#### **4. Additional Curriculum Area:**

The Science instructors at Western Reserve High School continuously work toward integrating cooperative problem solving with meaningful instruction. Using a hands-on approach, students are encouraged to be responsible and show integrity throughout their experiences. First and foremost, the science department is determined to give the students at Western Reserve High School every opportunity to experience success during the school year. To enhance the learning environment and create a positive educational experience, the chemistry program includes individual lab periods to enable students to develop problem solving skills in lab situations. The concepts of cooperative learning and collaboration are applied by working with a lab partner. Students are encouraged to work with new partners every nine weeks to promote the idea of collaboration and to recognize that we can all learn from each other.

The primary focus in biology is to build confidence in utilizing many scientific tools in gaining mastery of observation so that creative problem solving and critical thinking skills can be honed. The students use microscopes regularly to show their appreciation of unseen life. Biology students then apply this knowledge to the next realm of living things---organisms. Students dissect many organisms and are encouraged to critically think of the ethical conundrum in doing so, as well as the benefit gained throughout the entire process. Students are then tested with critical thinking questions as to the structure, and function, of the various living things. Throughout the school year, science students are then asked to create their own animals and then explain how their creations would adapt to survive in our world today. During this process the students are applying independent thinking, responsible decision making, and critical thinking.

In physics students apply their lessons to real life situations in the medical and engineering fields. Students are assigned tasks including bridge building and conceptual machine construction. In anatomy and physiology students study the structure and function of the human body. They are also assigned a dissection lab period on a rat which has an anatomy very similar to that of a human. Through this assignment students are able to study all internal organs and how they function together to form the systems of the body. All lessons involve critical thinking and problem solving activities. Our science instructors continue to promote integrity in an ever changing world by accentuating problem solving, conscientious decision making, and a desire to be a life long learner.

#### **5. Instructional Methods:**

Western Reserve High School uses many different instructional methods to facilitate learning. The instructors attend educational workshops and take professional development classes to stay current on educational trends. Hands-on, inquiry based instructional practices and activities create a positive learning environment for all students. Constructive practices and application based activities along with hands-on

activities are used to meet the needs of the diverse learners in the subgroups: economically disadvantaged, gifted and/or special education which contain learners with defined academic needs. State certified tutors provide small group instruction, co-teaching, and encourage learning for students who are at risk. These tutors work under the direction of a classroom instructor utilizing modern technology such as Polyvision Interactive boards and multimedia packages which are linked to their computer in an effort to make the interactive learning experience both informative and realistic. A gifted intervention specialist is contracted from the Mahoning County Educational Service Center to assist in providing enrichment activities and challenges that develop higher level critical thinking skills so students can reach their full academic potential.

Students have such a wide range of interests, abilities and learning styles, it is important not to use a “one-size-fits-all” curriculum. Differentiating the content or topic, the process of activities, or by manipulating the environment are the main ways that we differentiate instruction. We have learned that students are more involved in learning when they enjoy what they are doing. We use cooperative learning activities through the use of literature circles in English and Social Studies. We also incorporate multiple intelligences in our instruction. We may utilize our computer tech labs to do an Art project in Science or a Math project in Computer Applications. Interactive White Boards are incorporated into every classroom for instructional purposes and students are using state of the art graphing calculators to assist them in math and science. Because we are cross-curricular teachers, when we teach about timelines in Social Studies, we also teach math concepts.

In conclusion, our high school works diligently to create a stimulating learning environment for all of our students. We incorporate current theories and trends, and we endeavor to challenge all of our students in creative ways.

## **6. Professional Development:**

Western Reserve High School is a school that places a great deal of emphasis on professional development in a quest to improve student achievement and create the best possible learning environment. The staff members are provided with a variety of opportunities to grow and develop as educators.

Each staff member serves as a liaison for their area of expertise in math, language arts, social studies or science, which are all directly related to the content standards. They attend meetings on a monthly basis at the County Educational Service Center during which they discuss strategies and concepts with fellow teachers and gather new materials and ideas. These meetings also allow our teachers a chance to reflect on existing methods and modify them to better serve our students. After each meeting, the attending teacher provides the information to other staff members so they too can utilize it.

Another avenue for professional development at Western Reserve High School is the many workshops the instructional staff and administration attend at area colleges and educational outlets. One such workshop focuses on Intervention Assistance Team Training. Our building has an Intervention Assistance Team that helps classroom teachers with intervention both academic and social. This training enables our special education instructors the ability to cohesively work with our classroom teachers in providing the necessary accommodations to ensure student success. For example, some strategies incorporate modeling, utilizing anecdotal records, and short cycle assessments. This team consists of a blend of special education teachers, classroom teachers, one guidance counselor and one principal.

Teachers at all three buildings attend four in-service days per year that center on professional development. During these days the staff works on curriculum mapping and alignment, assessment practices, differentiated instruction strategies and anti-bullying strategies. Collaboration between the administrators and county consultants contributes to the determination of needs and objectives of these meetings. Common planning periods also allow our educators to discuss teaching methods and strategies and to create links among grade levels. For example, a lesson in world history can be teamed with the subject of science in carbon dating historical artifacts. A ladder of knowledge also bridges one grade



level to the next by building upon what has been learned and expanding it to the next level such as in the math and foreign language curriculum. Teachers use their own strengths, knowledge, and experiences gained from in-services, workshops, or graduate level classes to assist their colleagues.

## **7. School Leadership:**

The leadership philosophy of Western Reserve High School focuses on the importance of character, values, and respect. The leadership team consists of the building principal, the guidance counselor, the teacher's union president, and our 2 special education teachers. This team has the responsibility and the monumental task of all aspects of maintaining our AYP, as well as being supportive and dedicated to both the vision and mission of the school. Having only one principal for grades nine through twelve maintains a consistent and firm method of discipline that instills a sense of empowerment, safety, and harmony for all. A proactive approach to potential disruptive issues has resulted in a safe, and secure, learning environment. The guidance counselor has an integral role in developing appropriate social and educational goals for the students throughout their adolescent years. The Teacher's Union president works closely with the principal in the teacher evaluation process, as well as mutual agreement regarding the professionalism of the teaching staff as role models for students. Our Special Education teachers closely monitor the success of identified students. Their willingness to "co-teach" with regular education teachers has enabled our sub group scores to have a positive impact on our AYP. All members of the leadership team create the type of environment which is conducive to measurable student achievement. This has been evidenced by our past OGT test scores. In the past five years alone our students have a passing average rate of 95% in Reading, 92% in Math, 98% in Writing, 93% in Science, and 90% in Social Studies.

Character and values are instilled in a student interaction program developed by the building principal and several staff members who have worked together collaboratively towards these common goals. Students in grades nine through twelve are heterogeneously grouped into a team led by a teacher for positively constructive leadership activity competition. The name of this program is called STARS, (Students and Teachers Actively Respecting Society). Activities include topics ranging from paying it forward to improving academics. These activities encourage students' self-awareness, respect for themselves and others, and autonomy.

Students also participate in several leadership training programs throughout the year under the direction of the high school principal, such as the Hugh O'Brien Youth Leadership seminar, Mahoning Valley Youth Leadership, and Buckeye Boys and Girls State. All of these programs promote responsibility, knowledge, and empowerment in regards to fulfilling one's potential.

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10 Test: Ohio Graduation Test

Edition/Publication Year: 2006/07 to 2010/11 Publisher: Ohio Dept. of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient/accelerated/advanced	96	96	92	91	90
accelerated/advanced	56	52	63	50	34
Number of students tested	54	71	59	80	61
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/accelerated/advanced	100	100		76	
accelerated/advanced	42	36		29	
Number of students tested	12	11		21	
<b>2. African American Students</b>					
Proficient/accelerated/advanced					
accelerated/advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient/accelerated/advanced					
accelerated/advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient/accelerated/advanced				75	
accelerated/advanced				17	
Number of students tested				12	
<b>5. English Language Learner Students</b>					
Proficient/accelerated/advanced					
accelerated/advanced					
Number of students tested					
<b>6.</b>					
Proficient/accelerated/advanced					
accelerated/advanced					
Number of students tested					
<b>NOTES:</b>					

12OH5

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: Ohio Graduation Test

Edition/Publication Year: 2006/07 to 2010/11 Publisher: Ohio Dept. of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient/accelerated/advanced	100	93	97	93	93
accelerated/advanced	22	15	21	20	16
Number of students tested	55	71	58	80	61
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/accelerated/advanced	100	100		76	
accelerated/advanced	8	9		19	
Number of students tested	13	11		21	
<b>2. African American Students</b>					
Proficient/accelerated/advanced					
accelerated/advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient/accelerated/advanced					
accelerated/advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient/accelerated/advanced				83	
accelerated/advanced				0	
Number of students tested				12	
<b>5. English Language Learner Students</b>					
Proficient/accelerated/advanced					
accelerated/advanced					
Number of students tested					
<b>6.</b>					
Proficient/accelerated/advanced					
accelerated/advanced					
Number of students tested					
<b>NOTES:</b>					

12OH5

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient/accelerated/advanced	96	96	92	91	90
accelerated/advanced	56	52	63	50	34
Number of students tested	54	71	59	80	61
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/accelerated/advanced	100	100	0	76	0
accelerated/advanced	42	36	0	29	0
Number of students tested	12	11	0	21	0
<b>2. African American Students</b>					
Proficient/accelerated/advanced	0	0	0	0	0
accelerated/advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Proficient/accelerated/advanced	0	0	0	0	0
accelerated/advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Proficient/accelerated/advanced	0	0	0	75	0
accelerated/advanced	0	0	0	17	0
Number of students tested	0	0	0	12	0
<b>5. English Language Learner Students</b>					
Proficient/accelerated/advanced	0	0	0	0	0
accelerated/advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6.</b>					
Proficient/accelerated/advanced	0	0	0	0	0
accelerated/advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					

12OH5

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient/accelerated/advanced	100	93	97	93	93
accelerated/advanced	22	15	21	20	16
Number of students tested	55	71	58	80	61
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/accelerated/advanced	100	100	0	76	0
accelerated/advanced	8	9	0	19	0
Number of students tested	13	11	0	21	0
<b>2. African American Students</b>					
Proficient/accelerated/advanced	0	0	0	0	0
accelerated/advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Proficient/accelerated/advanced	0	0	0	0	0
accelerated/advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Proficient/accelerated/advanced	0	0	0	83	0
accelerated/advanced	0	0	0	0	0
Number of students tested	0	0	0	12	0
<b>5. English Language Learner Students</b>					
Proficient/accelerated/advanced	0	0	0	0	0
accelerated/advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6.</b>					
Proficient/accelerated/advanced	0	0	0	0	0
accelerated/advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					

12OH5